



Communities That Care

# Community Resources Assessment Training

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Assessing  
Resources and  
Identifying Gaps

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Participant's Guide

Module 3

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Module 3

Communities That Care

# Assessing Resources and Identifying Gaps

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# Notes

# Module 3



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# Notes

## Module 3 goal

Prepare participants to assess the community's current youth-development and prevention resources.

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# Notes



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### Objectives

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1. Prepare to assess local programs, policies and practices according to research-based criteria.
2. Develop a work plan for the resources assessment.



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# Notes

## Assessing programs, policies and practices

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Identify:

- tested, effective community resources
- gaps in community resources
- issues and barriers related to resource service and access
- ways to enhance or expand existing tested, effective resources.

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# Notes



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### Meeting program criteria

- Reduce research-based priority risk factors.
- Enhance protective factors.
- Intervene at developmentally appropriate ages.
- Demonstrate effectiveness.



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# Notes



## Resource gaps

- Effectiveness
- Funding
- Domain
- Developmental
- Demographic
- Geographic
- Implementation

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# Notes



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### Using the survey



1. Review Sample Surveys 1 and 2 in your Participant's Guide.
2. In teams, complete the Survey Summary Worksheet.
3. In teams, complete the Gaps Analysis Worksheet.
4. As a group, discuss the gaps in Anytown County's response to its priority risk factors.
5. As a group, develop recommendations for board members to consider during the development of the Community Action Plan.

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# Notes

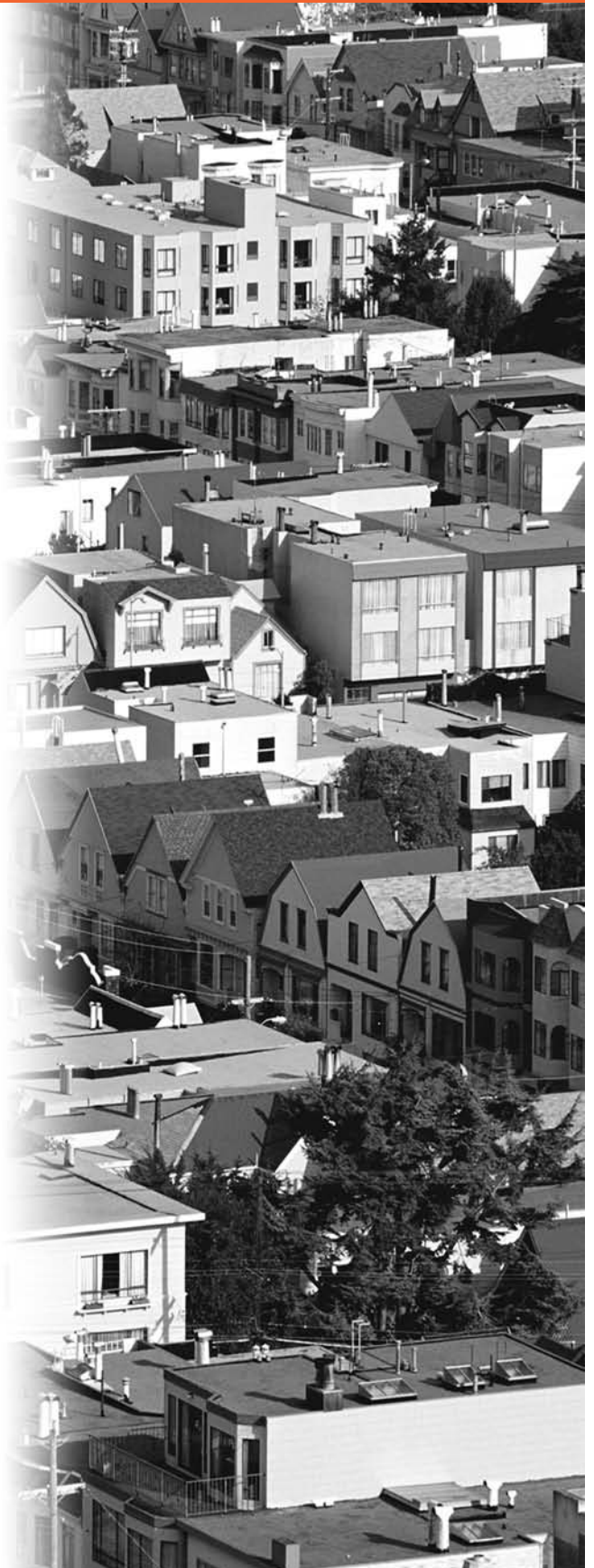
## Anytown County Profile

Anytown County is a community of about 50,000 people. The largely middle-class population is predominantly Caucasian, but there is an emerging Hispanic community.

The small city of Anyville, population 20,000, is the county seat. The remaining residents of Anytown County live in the rural towns of Anywood, Anycrest and Anypark. Due to a long drive and inadequate parking, most residents of Anywood, Anycrest and Anypark avoid making trips to downtown Anyville.

Anytown County's Community Board has identified two priority risk factors: *favorable parental attitudes and involvement in the problem behavior* and *early and persistent antisocial behavior*. Early results of the resources assessment have indicated that Anytown County has only two resources relevant to these risk factors: the programs *Reduce Aggression in Anytown* and *Families That Care: Guiding Good Choices™*.

Your job is to assess these resources, determine their effectiveness, identify gaps and develop recommendations for Anytown County's board members to consider as they develop their Community Action Plan.



## Survey Summary Worksheet

Issues and barriers			
Evaluated/evidence of effectiveness?			
Target population/ demographic considerations	Culturally appropriate?		
	Special populations?		
	Family income level		
	Gender of participants		
	Ethnicity of participants		
	Universal/selective/indicated?		
Developmental period addressed	All		
	13 to 18 years		
	7 to 12 years		
	3 to 6 years		
	Prenatal to 2 years		
Priority protective factors addressed	Recognition		
	Skills		
	Opportunities		
	Bonding		
	Healthy beliefs and clear standards		
Priority risk factors addressed			
Resource strategy			
Resource name and description			

# Gaps Analysis Worksheet

Resource name	Reduce Aggression in Anytown	Families That Care: Guiding Good Choices™
Have high-quality evaluations found this resource to be effective in reducing risk, enhancing protection, preventing problem behaviors or promoting positive outcomes?		
Does this resource address one or more of the community's priority risk factors?		
Does this resource increase protective factors?		
Does sufficient funding exist to maintain this resource?		
In which domain (community, family, school, peer/individual) does this resource operate?		
Do other existing tested, effective resources operate in other relevant domains?		
Which developmental period does this resource target?		
Do other existing tested, effective resources for this risk factor target other relevant developmental periods?		
Do any demographic groups that could benefit from this resource experience barriers to access?		
Do any geographic areas that could benefit from this resource experience barriers to access?		
Is this resource operating with fidelity?		

## Sample Survey #1

### Resource (program, service, etc.) description

Resource name: Reduce Aggression in Anytown (RAA)

Please describe this resource. List its goals, objectives and any expected outcomes. The Reduce Aggression in Anytown program gives children the skills they need to solve conflicts peacefully in school, at home and in the community. We anticipate that program participants (who are referred after they are involved in a fighting incident at school) will reduce their involvement in fighting and other aggressive behaviors.

### Resource strategy

Please describe the strategy this program, service, etc., uses to affect its target population (e.g., information distribution or social-skills training): RAA uses a series of 20-minute workshops to train children in recognizing and expressing feelings, communication skills and nonviolent problem-solving strategies. The workshops feature role-playing activities that allow participants to practice the skills presented in the program's companion workbook.

The target population of this resource is:

- ☐ All youth in the community      ☐ Youth at risk for problem behaviors      ☒ Youth engaging in problem behaviors

Please describe the age, ethnicity, gender and family income level of the target population: RAA targets children in the third through fifth grades. Most participants are males who live in households with an income close to the county median.

Does this resource target special populations (e.g., Hispanic families or Native American youth)? ☐ Yes ☒ No  
If yes, please describe: \_\_\_\_\_

If no, please discuss the cultural appropriateness of this resource: RAA is intended to produce positive results for children of all cultures and ethnicities.

### Risk factors

The *Communities That Care* Community Board has identified the following priority risk factors in our community. Please indicate the extent to which each risk factor is a focus of this resource.

#### Priority risk factor #1

#### Favorable parental attitudes and involvement in the problem behavior

Parents who approve of, encourage or participate in problem behaviors increase their children's risk for these behaviors.

1 2 3 4 5  
Not a focus Major focus

#### Priority risk factor #2

#### Early and persistent antisocial behavior

Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. This risk factor also includes persistent antisocial behavior in early adolescence, which increases the risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

1 2 3 4 5  
Not a focus Major focus

Please describe how this resource addresses these risk factors: RAA seeks to address the risk factor of early and persistent antisocial behavior by providing children with the social skills they need to avoid violence and to interact successfully with their peers.

Continue on the next page.

### Protective factors

Check **all** of the protective factors that this resource is intended to enhance:

- ☒ Healthy beliefs and clear standards
- ☐ Bonding
- ☒ Opportunities for positive social involvement in the community, school, family or with peers
- ☒ Skills that youth need to take advantage of positive social opportunities
- ☐ Recognition and acknowledgment for the efforts of youth

Please describe how this resource directly enhances these protective factors: *RAA promotes healthy beliefs and clear standards by helping participants understand that violence and aggression are inappropriate (and ineffective) problem-solving strategies. RAA provides opportunities for participants to engage in positive interactions with their peers, and its emphasis on skills development prepares participants to succeed in these opportunities.*

### Evaluation and effectiveness

Has this resource been evaluated and proven effective? ☐ Yes ☒ No

If yes:

a) Please describe the evaluation design: \_\_\_\_\_

b) Please describe the results of the most recent evaluation, or attach a copy of the evaluation results: \_\_\_\_\_

### Issues and barriers to service

Please describe this resource's location, or the geographic area this resource serves: *RAA is available in all of Anytown County's elementary schools.*

Is this resource available in languages other than English? *No.*

Please describe this resource's main funding sources: *RAA is maintained by a line item in the school department's budget.*

Is funding for this resource expected to continue indefinitely? ☒ Yes ☐ No

If no, please describe: \_\_\_\_\_

Is this resource operating with fidelity?

(i.e., was it implemented as designed, with all of its core elements?) ☒ Yes ☐ No

If no, please describe: \_\_\_\_\_

Thank you for taking the time to complete this survey. Your input is an important contribution to the assessment process. We invite you to contact us if you would like more information about our effort to promote positive youth development in our community.

Please return the survey by: *November 20*

Please return the survey to: *Jenny Smith*



## Sample Survey #2

### Resource (program, service, etc.) description

Resource name: *Families That Care: Guiding Good Choices™*

Please describe this resource. List its goals, objectives and any expected outcomes.

*This resource trains parents in important concepts and practical skills for strengthening family bonds and guiding children to make healthy decisions. Sessions include how to help children refuse alcohol and other drugs, how to manage family conflict and how to establish clear standards.*

### Resource strategy

Please describe the strategy this program, service, etc., uses to affect its target population

(e.g., information distribution or social-skills training): *Families That Care: Guiding Good Choices™ is a parent training program that consists of five two-hour sessions. The sessions are run by a trained workshop leader. A video used in the sessions features situations that model parenting skills. A supplementary Family Guide includes family activities, discussion topics, skill-building activities and tips on positive parenting.*

The target population of this resource is:

- ☒ All youth in the community      ☐ Youth at risk for problem behaviors      ☐ Youth engaging in problem behaviors

Please describe the age, ethnicity, gender and family income level of the target population: *Participants are parents of boys and girls in the fourth through eighth grades. Participants represent a broad range of ethnicities and income levels.*

Does this resource target special populations (e.g., Hispanic families or Native American youth)? ☐ Yes ☒ No

If yes, please describe: \_\_\_\_\_

If no, please discuss the cultural appropriateness of this resource: *While this resource does not specifically target special populations, it has been tested with parents from a variety of ethnic backgrounds.*

### Risk factors

The *Communities That Care* Community Board has identified the following priority risk factors in our community. Please indicate the extent to which each risk factor is a focus of this resource.

#### Priority risk factor #1

#### Favorable parental attitudes and involvement in the problem behavior

Parents who approve of, encourage or participate in problem behaviors increase their children's risk for these behaviors.

1      2      3      4      (5)  
Not a focus      Major focus

#### Priority risk factor #2

#### Early and persistent antisocial behavior

Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. This risk factor also includes persistent antisocial behavior in early adolescence, which increases the risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

1      2      (3)      4      5  
Not a focus      Major focus

Please describe how this resource addresses these risk factors: *The process of developing clear family standards against alcohol and other drug use by young people encourages parents to show unfavorable attitudes toward alcohol and other drug use by young people.*

Continue on the next page.



### Protective factors

Check **all** of the protective factors that this resource is intended to enhance:

- ☒ Healthy beliefs and clear standards
- ☒ Bonding
- ☒ Opportunities for positive social involvement in the community, school, family or with peers
- ☒ Skills that youth need to take advantage of positive social opportunities
- ☒ Recognition and acknowledgment for the efforts of youth

Please describe how this resource directly enhances these protective factors: *This training provides ways for parents to define and communicate a family position on alcohol and other drug use, while at the same time providing the opportunity for children to be involved in developing the position. It also provides an opportunity for parents and children to learn and practice effective family management skills together.*

### Evaluation and effectiveness

Has this resource been evaluated and proven effective? ☒ Yes ☐ No

If yes:

a) Please describe the evaluation design: *The participants, sixth graders in 33 rural schools, completed a pretest and one- and two-year follow-up assessment interviews. Parents of the students either attended the Families That Care: Guiding Good Choices™ workshops or the Iowa Strengthening Families Program, or served as members of a control group. Investigators randomly assigned one of these three experimental conditions to each of the 33 schools.*

b) Please describe the results of the most recent evaluation, or attach a copy of the evaluation results: *Three and a half years after the intervention ended, students whose parents attended the Families That Care: Guiding Good Choices™ sessions reported less alcohol and marijuana use than students in the control group.*

### Issues and barriers to service

Please describe this resource's location, or the geographic area this resource serves:

*Workshops are held in the public library in downtown Anyville.*

Is this resource available in languages other than English?

*Yes—workshops are held in Spanish on an as-needed basis.*

Please describe this resource's main funding sources:

*Workshops are sponsored by the Anytown County Police Department.*

Is funding for this resource expected to continue indefinitely? ☒ Yes ☐ No

If no, please describe:

Is this resource operating with fidelity?

(i.e., was it implemented as designed, with all of its core elements?) ☒ Yes ☐ No

If no, please describe:

Thank you for taking the time to complete this survey. Your input is an important contribution to the assessment process. We invite you to contact us if you would like more information about our effort to promote positive youth development in our community.

Please return the survey by: *November 20*

Please return the survey to: *Jenny Smith*



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### Developing a work plan

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*Identify specific tasks  
and responsibilities necessary  
to organize and analyze the  
resources assessment information.*

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# Notes

## Work Plan

Action	By when?	By whom?
Complete an assessment for each resource listed in the inventory from Module 2.		
Complete the Survey Summary Worksheet.		
Identify gaps in the community's resources.		
Complete the Resources Summary Worksheet.		
Develop a time line for the completion of the resources assessment.		

## Survey Summary Worksheet

Issues and barriers					
Evaluated/evidence of effectiveness?					
Target population/ demographic considerations	Culturally appropriate?				
	Special populations?				
	Family income level				
	Gender of participants				
	Ethnicity of participants				
	Universal/selective/indicated?				
Developmental period addressed	All				
	13 to 18 years				
	7 to 12 years				
	3 to 6 years				
	Prenatal to 2 years				
Priority protective factors addressed	Recognition				
	Skills				
	Opportunities				
	Bonding				
	Healthy beliefs and clear standards				
Priority risk factors addressed					
Resource strategy					
Resource name and description					

# Gaps Analysis Worksheet

Resource name		
Have high-quality evaluations found this resource to be effective in reducing risk, enhancing protection, preventing problem behaviors or promoting positive outcomes?		
Does this resource address one or more of the community's priority risk factors?		
Does this resource increase protective factors?		
Does sufficient funding exist to maintain this resource?		
In which domain (community, family, school, peer/individual) does this resource operate?		
Do other existing tested, effective resources operate in other relevant domains?		
Which developmental period does this resource target?		
Do other existing tested, effective resources for this risk factor target other relevant developmental periods?		
Do any demographic groups that could benefit from this resource experience barriers to access?		
Do any geographic areas that could benefit from this resource experience barriers to access?		
Is this resource operating with fidelity?		

# Resources Summary Worksheet

1. The tested, effective programs, policies and practices currently serving our community are:

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These programs, policies and practices address the following priority risk and protective factors:

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2. We need to *implement* new tested, effective programs, policies and practices for the following risk and protective factors:

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3. We need to *modify* the following programs, policies and practices:

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4. We need to *expand* the following programs, policies and practices:

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5. Resources that currently overlap or duplicate services include:

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# Notes

# Notes